DOCUMENT RESUME

ED 139 013 CS 203 409

TITLE From Cover to Cover: Publishing in Your Classroom.
INSTITUTION Encyclopaedia Britannica, Inc., Chicago, Ill.
PUB DATE [76]
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Class Newspapers; *Composition (Literary); Composition Skills (Literary); Elementary Education; *Language Arts; Language Enrichment; *Language Experience Approach; School Publications; *Student Publications

ABSTRACT

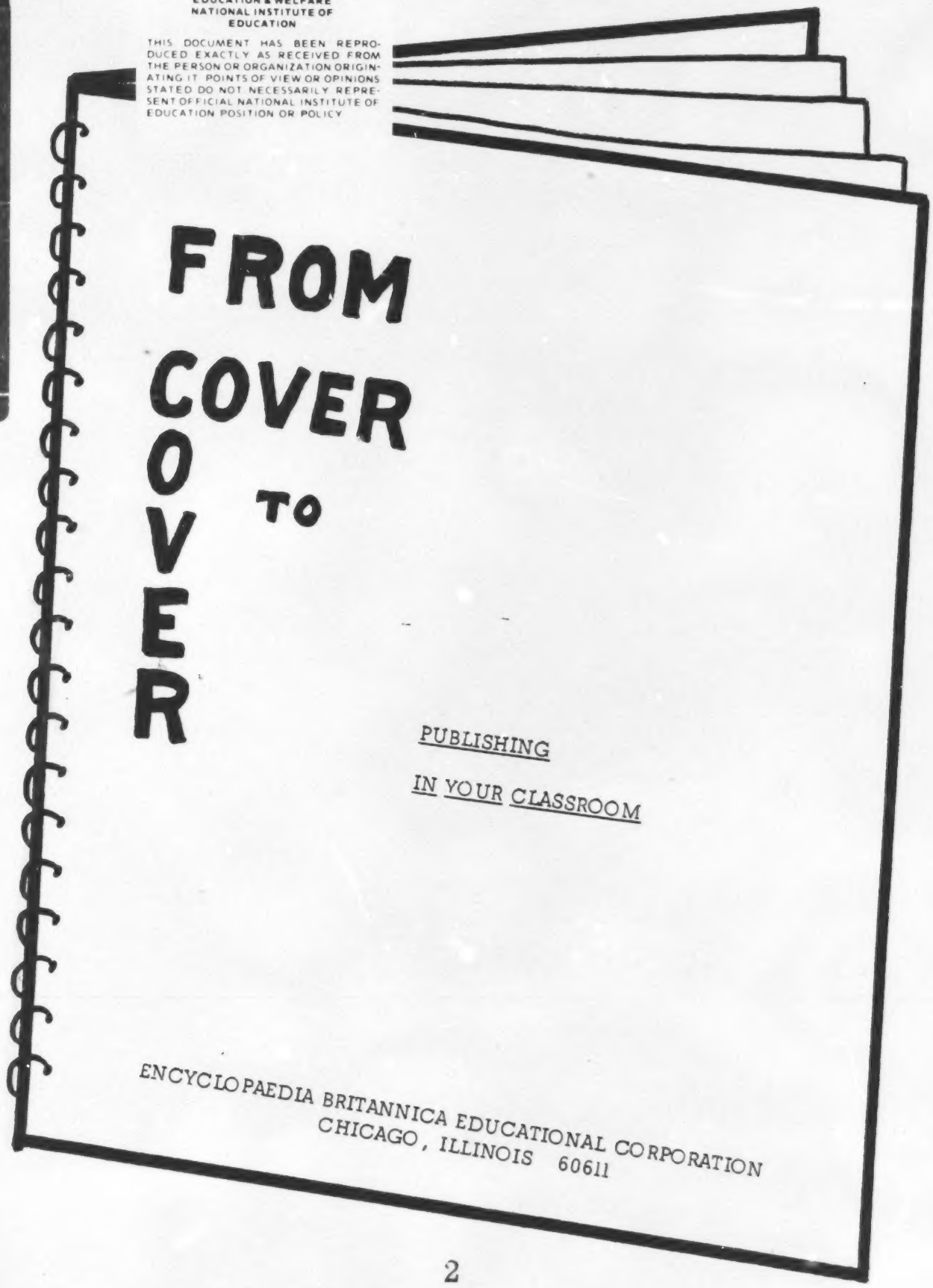
Publishing children's written work in the elementary classroom enables children to see themselves as creators of ideas, as producers of language, and as functioning members of the language community. This paper suggests many forms in which children's writings may be published. Step-by-step explanations and accompanying illustrations tell how to publish children's work in the form of posters, charts, and broadsides; how to make class books; how to publish newspapers and magazines; how to make simple hard-cover bindings for books; and how to use dry mounting tissue to make hard-cover books which are much like commercially bound volumes in appearance and durability. (GW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED139013

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



FROM COVER TO COVER

PUBLISHING IN YOUR CLASSROOM

ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION
CHICAGO, ILLINOIS 60611

CS 203 409

"All children entering school bring with them language of some sort. Each child has his own, personal language. It is all the language he has until he expands it or learns another."

Dr. Roach Van Allen
University of Arizona
Author of
LANGUAGE EXPERIENCES IN READING

LANGUAGE EXPERIENCES IN READING is an elementary language development program that

- accepts and values the personal language of each child and the ideas expressed in that language,
- provides experiences with the English language as a functional tool for self-expression and communication,
- assures encounters with the language and ideas of many authors who influence each child's language development.

The learning environment for LANGUAGE EXPERIENCES IN READING provides each child with opportunities to explore, choose, reinforce, and practice in personal ways the language that he or she is extending in more direct teaching activities. Classroom publishing is part of this learning environment for publication provides each child with an opportunity to

- express his or her ideas in personal language,
- examine that expression with growing understanding of conventions of the English language,
- see written ideas read by others.

Children whose writing is published see themselves as creators of ideas, as producers of language, as functioning members of the language community. They want to master technical language skills, to modify form and style, and to read books by other authors to become acquainted with their language and ideas.

Publications may take many forms, and teachers and children will want to modify and add to the suggestions given in the following pages.

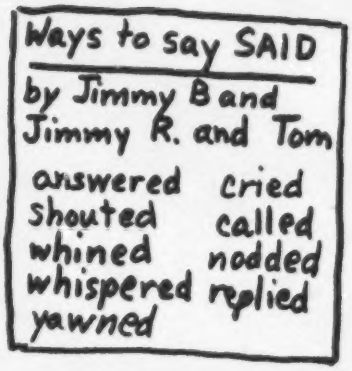
Joy Hebert, Consultant
Language Arts Department

For further information regarding the
Dr. Roach Van Allen LANGUAGE EXPERIENCES IN READING
write:

Robert Brown, Director
Instructional Services Department - 10
Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

PUBLICATION OF POSTERS, CHARTS, AND BROADSIDES

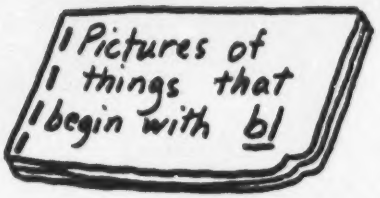
Early in the child's school experience, the writing he chooses to publish in these forms will be printed in manuscript letters by his teacher, a volunteer, or an older student in his school until the child develops his competency as an independent writer. But from the first, accompanying art work is the child's own. As he learns to do his own writing, he may want to print his publication himself or to make use of the lettering skills of a fellow-classmate.



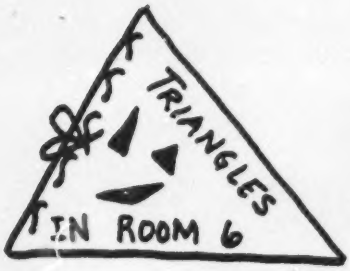
Publications that take these forms are usually printed so that they may be read easily by those passing, and illustrations may border the printed matter or be attached. Examination of some samples of commercial art and contemporary posters adds an interesting dimension to children's planning, and such professional materials may intrigue older children to consider such forms for some of their writing.

Publications that take these forms may be included on bulletin boards in the classroom and in hallways in the school building, at language arts fairs, and in the child's home.

PUBLICATION OF CLASS BOOKS



Sizes of these publications may be determined in advance by paper the teacher has pre-cut, or by consent of those children who will make contributions to the book. Such a publication usually includes the work of several or many students, and there will be occasions when every member of the class will want to contribute something. The pages may be stapled together in a bright cover of stiff paper, with decorations by one or several students, and an appropriate title, or they may be laced together by weaving yarn or heavy string through punched holes.



Written materials may be dictated or written independently, and illustrations will vary in importance from the sole medium of expression to support for print.

These publications become part of the classroom library so that children have an opportunity to enjoy the varied contributions. They may remain in the classroom, be accepted in the school office, be shared with other classrooms, or become part of the school library's permanent collection.

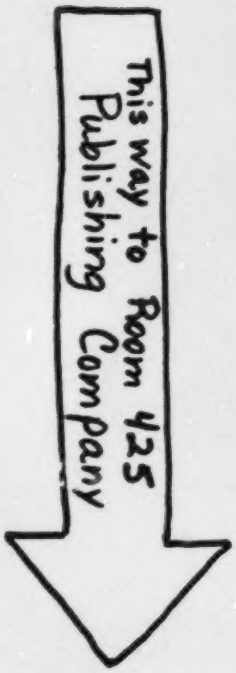
PUBLICATION OF NEWSPAPERS OR MAGAZINES

These may be a class or school project, or may represent the efforts of a small group of children who want to bring about such publications. One of their characteristics is that such publications may be produced in multiple copies, by ditto or mimeograph, and distributed to a wide audience.

If the publishing is done by older students, they may wish to print, write, or type ditto masters themselves. The ditto process lends itself to line drawings for illustrations, and dittos of various colors can be purchased and combined to achieve some variety. A magazine format (with one or wide columns) may enable younger children to prepare their own dittos by printing. Mimeography permits production of a greater number of copies, and they may be more clear, but adult assistance in typing is usually required.

Newspapers and magazines are regularly published, and it is well to consider in advance whether children will enjoy meeting such a schedule and repeating it at intervals, and whether there can be sufficient adult support, in many forms, to insure children's success.

PUBLICATION OF SIMPLE HARD-COVER BOOKS



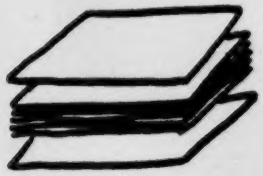
These publications most often represent the efforts of a single child or of two working together, perhaps as author and illustrator. The author may choose to include dictated materials or writing done independently, or both. If teachers prepare some hard-cover books in advance, with blank pages in them, children may have a clearer idea of what "hard-cover" means.

Published materials in this form may be included in the classroom library or in the school library where they may be catalogued and placed on the shelves with commercially published books, or shelved as a special collection.

If hard-cover bindings are to be made, children and teachers need to keep an eye open for sources of cardboard (non-corrugated) and cover materials. Shirt cardboard, gift boxes, and tablet backs are sources. Paper companies in your community may be able to provide access to their scrap containers. Cover materials, including fabric scraps, wrapping paper, contact paper, and wall paper, may be available from parents who sew, remnant counters in fabric stores, and out-of-date wallpaper sample books.

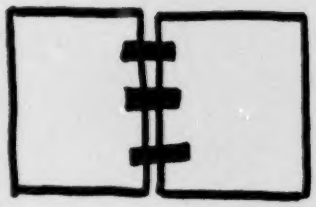
Steps for making covers follow on the next pages.

Step 1
Stack the completed pages and add two extra pages, one before the title page and one after the final page.



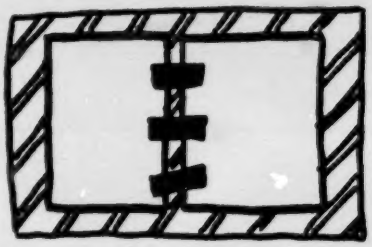
Step 2
Fasten the pages together along the left edge or at the top, depending on the way the book is to open. Staples will be adequate for books of a few pages, but sewing is more durable. Sewing may be done by hand and can be done on a sewing machine using the longest stitch.

Step 3
Cut two pieces of cardboard one-fourth inch larger in each direction than the page size. If shirt cardboard is used, a double thickness may be desired.



Step 4
Tape the two pieces of cardboard together with a one-fourth inch separation between them so that the cover is hinged.

Step 5
Place the cardboard on the cover material and cut a piece large enough to extend one full inch around the outer edge of the cardboard.



Step 6

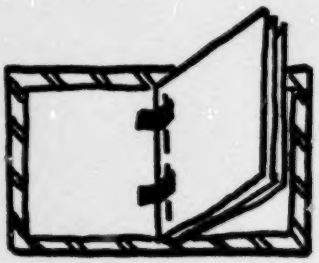
Remove the cardboard and coat the reverse side of the cover material with glue. An easy formula is 3 parts Elmer's Glue and one part water. This can be spread easily. Replace the hinged cardboard and fold the edges of the cover material around the cardboard. Pull the cover edges tightly to remove puckers and bubbles.

Step 7

Cut a piece of colored construction paper large enough to cover the inside of the book cover and paste it in place over the edges of the cover material.

Step 8

Fasten the bound pages into the book with tape. Construction paper the same color as the inside of the cover can be cut and pasted in place to cover the tape.

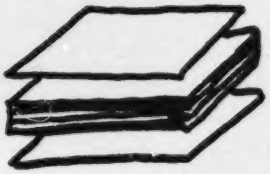


PUBLICATION OF THE ULTIMATE IN HARD-COVER BOOK BINDING

This technique requires some materials that may not be available in school supply houses, and it is a more expensive and more complex process. However, the resulting publications are much like commercially bound volumes in appearance and durability. The essential material is dry mounting tissue. This may be purchased at most camera stores and is commonly used for mounting photographs. The most useful is Fotoflat Removable Dry Mounting Tissue, available from Seal, Incorporated, Derby, Conn. This comes precut and packaged in many sizes and can be removed by re-heating. To utilize the dry mounting tissue, a domestic iron is necessary, or a dry mounting press may be used. With these specialized materials, the binding procedure is not too different from that for simple hard-cover books.

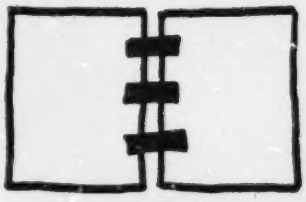
Steps for binding follow on the next pages.

Step 1
Stack the completed pages and add an extra page each, front and back.



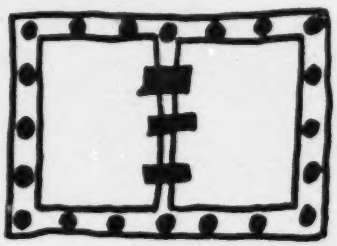
Step 2
Sew the pages together. Sewing by maching creates a more durable binding than hand sewing.

Step 3
Cut two pieces of cover cardboard one-fourth inch larger in each dimension than the page size.

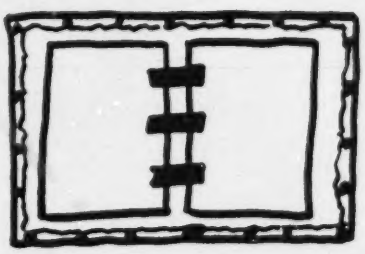


Step 4
Tape the two pieces of cardboard together with a one-fourth inch separation in the hinge.

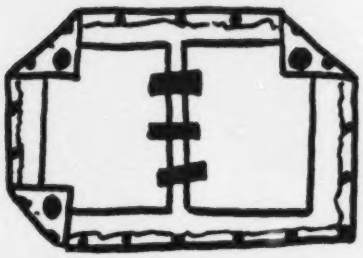
Step 5
Place the cardboard on the cover material and cut the material to extend one inch beyond each edge of the cardboard. Though many cover materials may be used, fabric is successful and durable.



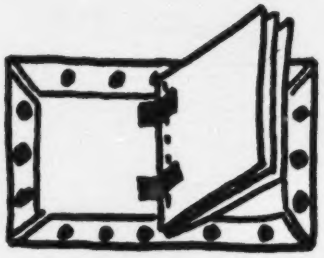
Step 6
Insert dry mounting tissue between the cardboard and the cover material and cut the dry mounting tissue the size of the material. Press the cloth side or the cardboard side with a warm iron (sythetic setting). Under heat the dry mounting tissue becomes a bond between the material and cardboard.



Step 7
Fold the edges of the cover material around the cardboard by ironing the corners down FIRST and then the sides.



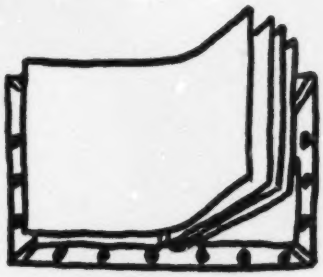
Step 8
Tape the bound pages of the book into the cover. Masking tape is durable.



Step 9
Cut two pieces of colored construction paper the height of the pages and more than twice the width of the pages.

Step 10
Cut two pieces of dry mounting tissue slightly less than the height of the book and two inches wider than the page width.

Step 11
Use one piece of dry mounting tissue and one piece of construction paper and lay them in place inside the front cover. Iron the construction paper so that the dry mounting tissue bonds it to the inside of the cover and overlaps to cover the tape in the hinge and adheres to the extra page sewn into the front of the book.

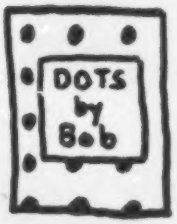


Step 12
Turn the pages of the book until the back cover is exposed. With dry mounting tissue bond the construction paper in place as in the front.

11

Step 13
Turn the book pages one-by one and gently crease them to lie flat.

Step 14
Use dry mounting tissue and the iron to adhere a title to the outside front cover.



Should a book cover made with dry mounting tissue begin to come apart with use, scraps of the tissue and an iron can be used to make repairs.

Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue - Chicago, Illinois 60611
February, 1970